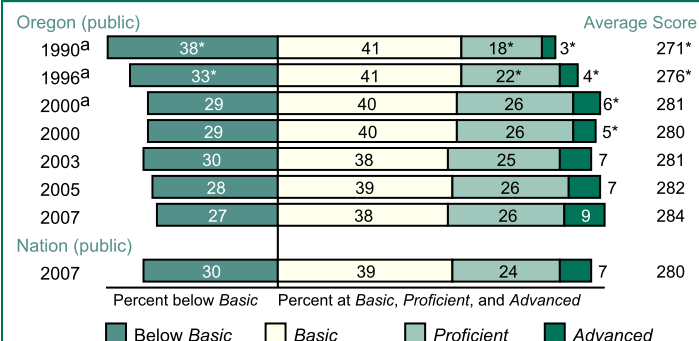


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Oregon

- In 2007, the average scale score for eighth-grade students in Oregon was 284. This was not significantly different from their average score in 2005 (282) and was higher than their average score in 1990 (271).¹
- Oregon's average score (284) in 2007 was higher than that of the nation's public schools (280).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in Oregon was higher than those in 20 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 11 jurisdictions.²
- The percentage of students in Oregon who performed at or above the NAEP *Proficient* level was 35 percent in 2007. This percentage was not significantly different from that in 2005 (34 percent) and was greater than that in 1990 (21 percent).
- The percentage of students in Oregon who performed at or above the NAEP *Basic* level was 73 percent in 2007. This percentage was not significantly different from that in 2005 (72 percent) and was greater than that in 1990 (62 percent).

Percentages at NAEP Achievement Levels and Average Score



^a Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: Below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; Advanced, 333 or above.

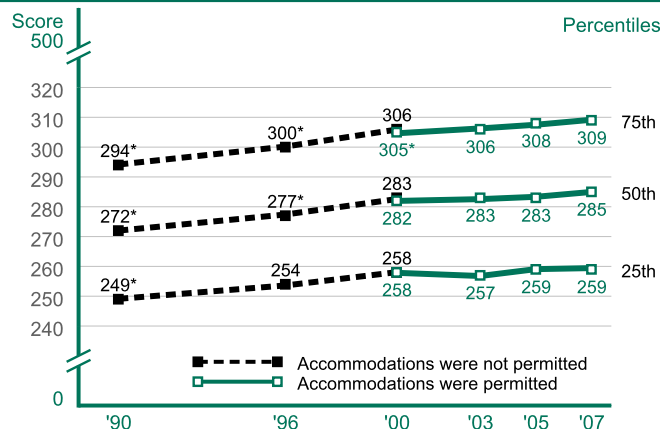
Performance of NAEP Reporting Groups in Oregon: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above		Percent Advanced
				Basic	Proficient	
Male	52	285	27	73	37	10
Female	48	283	27	73	33	7
White	73	289	22	78	39	10
Black	3	272	41	59	28	3
Hispanic	15	261	50	50	14	1
Asian/Pacific Islander	5	299	18	82	53	17
American Indian/Alaska Native	2	264	51	49	16	3
Eligible for National School Lunch Program	39	270	41	59	20	3
Not eligible for National School Lunch Program	58	294 ↑	17	83	45	13

Average Score Gaps Between Selected Groups

- In 2007, male students in Oregon had an average score that was not significantly different from that of female students. In 1990, there was no significant difference between the average score of male and female students.
- In 2007, Black students had an average score that was lower than that of White students by 16 points. Data are not reported for Black students in 1990, because reporting standards were not met.
- In 2007, Hispanic students had an average score that was lower than that of White students by 28 points. In 1990, the average score for Hispanic students was lower than that of White students by 16 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 24 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 20 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points.

Mathematics Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Oregon were 3 percent and 1 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical>.

² "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.